DOCUMENT RESUME

ED 196 841 SP 016 369

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TITLE Group Process Training at St. Michael's Center. Collaborative Research Study of the Dean's Council.
INSTITUTION New England Teacher Corps Network, Portsmouth, N.H.
PUB DATE Jun 80
NOTE 38p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adolescents: Emotional Problems; *Exceptional Persons: Group Behavior; *Group Experience; Inservice Teacher Education; Interpersonal Competence; Learning Disabilities; *On the Job Training; Peer Teaching; Problem Solving; *Residential Institutions; Secondary Education; Skill Development; *Staff Development
IDENTIFIERS *Teacher Corps

ABSTRACT

A small residential center for boys with learning disabilities and/or emotional problems was the setting for an intensive six-week inservice program designed to provide the staff with a combination of tutorial and direct training. The training was subsequently integrated into a more formalized, comprehensive, and on-going program through a local university. The focus of the program was on the productive use of the boys' leisure time and on the use of small groups in the solving of problems in peer and adult relationships. The schedule of training included the following activities: staff seminars, youth activity groups, youth discussion groups, center-wide weekly meetings, individual staff consultations, and individual supervision. Progress was evaluated by observation and feedback, and small group discussions between the trainer and the staff. Pretests and posttests of staff perceptions of the group home climate, and of their attitudes toward residential work revealed both positive and negative feelings about the training. A slide tape presentation about the program was prepared and shown to teachers, secondary school students, and college students, and their responses are included. (FG)

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New England Teacher Corps Network
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COLLABORATIVE RESEARCH STUDY OF THE DEANS' COUNCIL

GROUP PROCESS TRAINING AT ST. MICHAEL'S CENTER

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Table of Contents

	Page
PREFACE	
HISTORY	
IN-SERVICE TRAINING IN ADOLESCENT GROUP WORK: A COLLABORATIVE TRAINING PROGRAM FOR ST. MICHAEL'S CENTER	1
Rationale	1
The Child Care Worker	1
Schedule of Training	2
Youth Groups	3
Activity Groups	3
Discussion Groups	3
Center-Wide Meeting	4
Staff Seminars	4
Role of Consultant	5
Expected Outcome	5
The Collaborative Approach	6
Continuing Education	7
SUMMARY REPORT	7
Introduction	7
Assumptions	8
Methodology	8
Adjustments	9
Consultation Contact	10

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Table of Contents

	Page
Consultation Results	12
Research Questions	12
Presentation of Data	13
Group Home Climate	13
Attitude Toward Residential Group Work	15
Response to Slide-Tape Presentation	16
Recommendations for Continuing Education	26
Teacher Corps-St. Michael's Center Relationship	30
Continuation Group Process Phase	31
CONCLUSION	32
APPENDIX - TEACHER/STAFF OPINION INVENTORY	

PREFACE

During the Teacher Corps Program '78 Planning Year, the Maine Youth Advocacy Program Coordinator met frequently with the Planning Committee of the Maine Group Home Consortium. The Committee elected to focus the initial Teacher Corps technical assistance and support services on St. Michael's Residential Treatment Center in Bangor. The needs assessment conducted early in the year had highlighted the desire for training in group process for staff working with group home youth.

In the spring of 1979, two events occurred that would lead to the evolution of this paper: first, a St. Michael's proposal for a seven week group process training program headed by the Group Process Trainer, Mr. Frank Setter of the Department of Human Services, Bangor Community College, was funded by Teacher Corps; second, the Maine Youth Advocacy Program Coordinator, Dr. James Toner, College of Education, University of Maine at Orono, was invited to participate in a collaborative research project sponsored by the Deans' Council of the New England Teacher Corps Network. The Coordinator was simultaneously participating in a research training program as a Teacher Corps Associate at the University of Wisconsin at Madison (March - August).

In early June, the Executive Director of St. Michael's Center, Mr. James Clark, met with the Trainer, Coordinator and researchers from other New England Network Projects to brainstorm ideas and move forward with the research. The Executive Director, Coordinator and Trainer later met with the St. Michael's staff, and the Direct Care Staff Team Leader, Mr. William Kimball, emerged as a collaborative partner in the Deans' Council research project. The Staff Leader, the Trainer and the Coordinator formed the collaborative research team. Mr. Douglas Dunlap of University of Maine Counselor Education contracted as Consultant to the group process training project.

A History Of St. Michael's Center

by William Kimball, Child Care Staff Team Leader

St. Michael's Center as it stands today is the culmination of history spanning over sixty-five years. August of 1915 marked the 50th anniversary of the coming of the Sisters of Mercy to the Bangor area. To mark the occasion, the Catholic Church opened a new orphanage which was one of the largest orphanages in Maine. The new orphanage was located in the Hersey building at the end of Hammond Street on a site of 25 acres, which is now partially consumed by Interstate 95. The orphanage was named Mount St. Michael's, in honor of the first Catholic Church in Bangor. According to the Bangor Daily News, August 5, 1915, "It is well named Mount St. Michael's whose name means 'strength of God.'" August 15, 1915, marked not only the 50th anniversary of the Sisters of Mercy coming to Bangor, but it was also the Feast of Our Lady of the Snows, whose life betokens charity. The people of St. John's and St. Mary's parishes were very generous to the orphanage. Therefore, the 5 Sisters and 20 girls moving into the orphanage had good support.

BILL KIMBALL

Meanwhile in another part of Bangor, an association was getting established that was to cross paths with St. Michael's over 50 years later. That association was the Bangor Anti-tuberculosis Association which started in [illegible] By 1912 they rented a cottage, on the [illegible] Kenduskeag Stream near Bull's Eye Bridge, which opened as a sanitorium with one patient in April, 1912. Nineteen months later, the sanitorium burned. In March, 1914, the Kenduskeag Real Estate Company was formed and shares sold as a means of raising money for the rebuilding of the sanitorium on the former site. Work began in late May. This building would one day become the home of St. Michael's Center. The sanitorium reopened in December, 1914, complete with a trolley line that ran right past the front door, a mere twenty minutes ride from downtown Bangor.

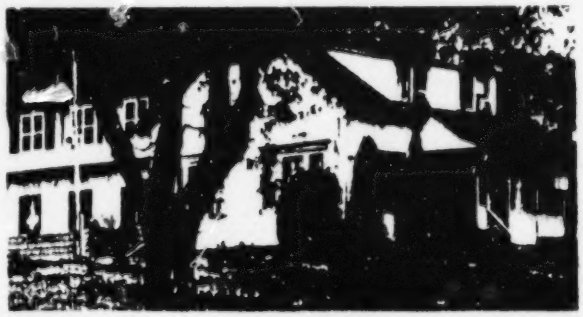
St. Michael's in the meantime continued along becoming known as the Eastern Maine Orphan's Home. In 1932 they were named heir to part of the estate of Oscar A. Fickett. In 1948 there were 29 girls at the orphanage, aged 5 to 13, being cared for by 5 Sisters of Mercy.

Through the 1940s and 1950s, the sanitorium was in and out of financial difficulty. This difficulty continued to plague them until they closed in 1955. In 1958, the Bangor-Brewer Tuberculosis and Health Association sold the property to the Eastern Maine Orphans Home of Bangor/St. Michael's Home. The reason for St. Michael's move was caused by the coming of Interstate 95 through their property at the end of Hammond Street.

The Sisters of Mercy began experiencing difficulty in staffing the orphanage building and were forced to give it up in 1972. The Rev. David Cote, M.S.W. became executive director of the home. The girls were processed out to foster homes. Funding was obtained from the Division of Probation and Parole so boys from the court system were deferred to the new program which was designed to help boys aged 8-15 with troubled backgrounds and/or emotional problems. Rev. Cote noted that the program developed a cooperative relationship with human service organizations such as the Y.M.C.A., churches and schools, Youth Aid Bureau, law enforcement agencies, and service clubs.

In 1974, Rev. Cote took a job in Childrens Services for the Diocesan Human Relations Services. His vacated position was filled by James Clark of Ellsworth, who had been hand-picked by Father Cote as his assistant.

St. Michael's Center currently has capacity for nineteen boys. The boys range from 8-15 years old with a variety of referral reasons that are generally centered around learning disabilities and/or emotional problems. St. Michael's stresses community involvement while trying to help the boys in the least restrictive environment possible. During the average 16 months stay at St. Michael's the boys work on dealing with their specific problems responsibly, while looking at the long term goals of re-integrating into the community.



ST. MICHAEL'S CENTER provides residential mental health services for boys ages 8-15. The center offers a structured living situation, recreation, and individual and group case work. The program is best suited to boys who can function in an open setting while dealing with moderate to severe emotional distrubances, behavioral problems and pre-delinquent tendencies. Approximately one-third of the boys attend the public schools in Bangor. The remaining two-thirds participate in the Southern Penobscot County Regional Program for Exceptional Children which is operating at St. Josephs School in Old Town.

IN-SERVICE TRAINING IN ADOLESCENT GROUP WORK: A COLLABORATIVE TRAINING MODULE FOR ST. MICHAEL'S CENTER.

Rationale

St. Michael's Center, Bangor, Maine, serves approximately sixteen adolescents in a residential program designed primarily for boys with emotional handicaps. The staff members of the Center have varying levels of formal training and on-site experience in group counseling and group activity of a therapeutic nature. The in-service training was designed to provide staff with a combination of tutorial and collaborative "hands on" training.

The Child Care Worker

Child Care Staff employed by residential treatment centers for emotionally disturbed children have traditionally come from a variety of backgrounds, training programs and disciplines. Many have had no training in the treatment of disturbed children. Thus, it becomes the responsibility of the agency to provide continuing education or in-service training opportunities to its staff in order for them to develop or expand their skills and knowledge in the field.

The child care workers are placed in a difficult situation. Not only are they responsible for providing for the personal needs of the children in residence, but also are expected to plan, facilitate and monitor the daily routine of a relatively large number of children. They are expected to carry out their activity in an orderly fashion, provide appropriate discipline, and at the same time participate meaningfully in the treatment plan for each child in the facility. These various demands require the child care workers to function in a variety of roles: parent, counselor, friend, disciplinarian, activities coordinator, housekeeper, etc. These varied expectations, coupled

with a lack of training can place substantial stress on the child care worker leading to a high rate of staff turn-over, a problem with staff morale and frustration on the part of the child care worker. This paper will describe a means to begin to deal with some of the problems facing a residential treatment center in dealing with the training needs of its direct care staff. A description of an intensive six week on-the-job in-service training program in group work will be presented. The process of integrating the training into a more formalized, comprehensive, on-going training program through the Teacher Corps at the University of Maine at Orono will also be described.

Schedule of Training

The training program included four weeks in July and two weeks in August. A typical week schedule involved twenty-two hours of small group activity, six hours of large group activity, and five hours of group meetings. Ir addition, five hours per week were set aside for seminars and meeting with staff. Additional time was made available for large group meetings with the boys as well as individual supervisory time for staff.

A typical daily schedule was as follows:

8:30	Individual Supervision
9:00	First Small Group Activity
10:00	Second Small Group Acitivity
11:00	Third Small Group Activity
12:00	Lunch
1:00	Staff Seminar/Meeting Rest period for boys
2:00	Large group activities
4:00	Group Meeting - Younger Boys Discussion
4:30	Group Meeting - Older Boys Discussion
5:00	Individual Supervision

Youth Groups

Four youth groups were formed. These groups constituted activity groups as well as daily discussion groups.

Activity Groups. During the six week period the Trainer spent five hours per day as a participant-observer in small activity groups run by child care staff. The primary purposes of this activity were to (1) assess on a continuing basis the skill developments of trainees (child care staff), (2) to provide models of activity group processes and (3) to identify critical group process problems which needed to be dealt with in the group seminar or individual supervision time.

The activity groups sought to: upgrade or develop particular activity skills (sports, pottery, woodworking, etc.); improve social interactional skills (both peer and adult); and develop a sense of group cohesiveness, identity, and an ability to work together to achieve a common goal. Activities were planned to maximize group interaction and minimize the potential for individual isolation. For example, a woodworking project was designed with the input of all the boys in a particular group with the requirement that the final product be dependent on the interaction of each boy's efforts. This placed the group in a situation where they had to interact positively in order to achieve a common goal. The group interaction was important because of so many skill areas in the summer program where group interaction was not necessarily prerequisite to the activity (i.e. arts, pottery, archery and woodworking). It was stressed that this was group time, not individual time.

Discussion Groups. The Trainer utilized a daily group meeting of the boys as a training medium. At the end of each day, half-hour meetings of the boys were held. The primary purpose of these meetings was to provide a forum for problem-solving on a group basis. Peer interaction as well as child-

adult interaction problems were dealt with to the degree that they effected the program and the group process. These groups were discussion-based and were led on a rotating basis by trainees (child care staff). The Trainer observed all group meetings in order to lead staff seminars related to the process of discussion groups. Individual trainees were critiqued during the staff seminars and individual supervision time.

The discussion groups were designed to compliment the activity groups. The focus of the discussion groups was on interactional problems between boys and between staff and boys. The boys were encouraged to use the discussion groups for problem-solving in terms of conflicts with other boys or staff which occurred that day or in the recent past. The boys were encouraged to "talk-out" their feelings and problems rather than to act them out. Individual case plans were integrated into these discussions as related to a boy's behavior or socialization. Problems with home, parents, future placement, etc., were not the focus of these groups, but were dealt with by the Therapist at St. Michael's.

Center-Wide Meeting

Once a week the Trainer became involved in a Center-wide meeting of the boys which dealt with operation of the center and discussion of policies and procedures of the overall summer program. The Trainer observed and critiqued this meeting for the benefit of the Director of Child Care and other staff at the Center. This critique focused on group process and group dynamics.

Staff Seminars

The staff seminars were designed to provide a focus for integrating didactic material with the field experience. Three areas were emphasized

during the seminars: (1) didactic and group process material were presented and discussed; topics were group selection (size and individual characteristics), planning for activities to meet treatment goals, beginning an activity, developing behavior norms, group control, using the group as therapeutic environment, activity transition, utilization of confrontation, and termination; (2) analysis of experiences in the activity groups; the goal of this aspect of the seminars was to help trainees analyze their own experience in the group, to highlight and reinforce those aspects which were positive and therapeutic, and to identify those aspects which were not therapeutic and needed to be revised; (3) analysis of the discussion groups with the same goal as the analysis of the activity groups; this time was used to discuss group approach and methods to be utilized in small group discussion.

Role of Consultant

Consultant services were divided as follows:

I: Needs assessment and goal-setting interviews with staff; Collaborative participation by trainer and staff member in Center group activities.

II: Implementation of training towards one of two individual in-service training goals established mutually by trainer and staff member.

III: Implementation of second goal-oriented training experiences.

IV: Assessment of progress toward goals established for the training; Establishment of goal program for time period covering 1979-1980 service year at St. Michael's;

V: Designation of resources available to individual staff members towards the accomplishment of the individual training goals.

Expected Outcome

It was expected that:

Each participating St. Michael's Center staff member would establish two goals for skill improvement, to be addressed during the training module.

The goals would be arrived at mutually by the Trainer and the staff member, and would be assessed mutually at the end of the project.

Each St. Michael's Center participating staff member would set skill development goals to be addressed during the 1979-80 service year.

Goals of the staff as a whole would be reviewed in order to provide a basis for suitable group training experiences that may occur during the 1979-80 year.

The Collaborative Approach

This approach provided for an individualized form of consultation and tutorial for participating staff members. Each participating staff member had a minimum of two interviews to assess skill needs and set personal goals, particularly as these relate to working with emotionally handicapped adolescent boys in a group context. Additional interviews were scheduled as appropriate for individual staff members.

The Trainer and Consultant collaborated with the staff members on the planning and implementation of counseling and therapeutic activities with the St. Michael's clientele. Co-leading, co-teaching, and demonstration activities characterized this collaborative activity.

The value of the collaborative approach was in offering, in a short time period, a high-impact, individualized form of training. The participating staff members received individual attention to interests, skill needs, and activity requirements. As skill needs were identified, they were addressed through tutorial and collaborative "hands-on" experiences.

At the close of the training, on-going needs were to be identified which would develop from this personalized and intensive approach to training.

Continuing Education

It was recognized that the training activities were a beginning and needed to be integrated into a more comprehensive, on-going training process. The summer project was viewed as a training stimulus. It was hoped that trainees would be motivated to pursue further case work and training opportunities in group work as well as counseling and other methods of therapeutic intervention into the lives of emotionally disturbed children. It was projected continuing work would be done with the Teacher Corps Project and the University of Maine at Orono, College of Education in order to provide continuing opportunities for child care staff. Such a venture would not only continue to build the skills and competence of staff but also provide a mechanism for their professional growth. Such a direction would provide an additional resource and model for residential treatment centers and group homes to assist in the recruitment, retention, and development of child care staff which would result in the improvement of quality of care and treatment of children in need.

SUMMARY REPORT

Introduction

The intent of the training program was to develop the group work skills of direct care staff at St. Michael's Center. It was not the intent of the program to try to make group counselors or group therapists out of the child care staff; rather to expand their existing skills to provide a more well-rounded program for the children at St. Michael's.

Children are placed at St. Michael's for a variety of reasons. Among them are school failure (both in terms of academic achievement and unacceptable behavior), inadequate family functioning and support, and anti-social or acting-out behavior in the community.

The responsibility of a residential treatment center like St. Michael's is to establish a therapeutic milieu characterized by firm constant discipline and supported by a wide-range of social and learning activities designed to improve both peer and adult relationships. This is promoted by an appropriate educational placement within the Bangor area supplemented by individual therapy, family counseling, the development of community support systems and productive leisure time activities. The group work training program focused in on both the productive use of leisure time and the use of small groups for problem solving in peer and adult relationships.

Assumptions

The project made certain assumptions in designing the training program. These were:

1. Child care staff can be taught group work processes and procedures which will make them more effective in dealing with children in groups.
2. Group process is an effective method in meeting individualized treatment goals for emotionally disturbed children.
3. Group work skills developed by staff have application in all dimensions of their job, thus making them more effective.
4. Supervised on-the-job training is an effective way of developing group work skills.

Methodology

The training consisted of a combination of three different methods. First, observation and feedback; staff led small activity groups during three periods each weekday morning. The Trainer floated among these groups observing and

participating in order to provide feedback to the staff with respect to their group process. He assisted in dealing with behavior problems and facilitated the removal of individuals from groups when that was necessary. Second, modeling; one period per weekday was set aside for a group meeting for each of the four St. Michael's groups. The focus of the period was discussion and the development of appropriate behavior in a small group meeting. Most of the boys demonstrated acting-out or hyperactive behavior which was disruptive to any kind of discussion. The Trainer led each of the groups and involved the staff on a rotating basis as observer-participants. Through this process it was projected that staff would learn techniques and methods to deal with inappropriate behavior and facilitate problem-solving discussion. Third, small group discussion; the thirteen staff members involved as trainees were split into two groups and met with the Trainer one hour per week to discuss issues related to group work with disturbed children as well as to discuss problems they were experiencing in their groups.

The summer program at St. Michael's ran for seven weeks. The Trainer spent one week prior to the beginning of the program in planning and developing work. This included working with administrative personnel in grouping boys, developing a daily schedule, scheduling special activities and selecting appropriate treatment goals for the groups to be working on.

The Trainer worked full time in the program for the first four weeks, took one week off from the program then returned for the final two weeks; the final week being at camp.

Adjustments

Some adjustments had to be made during the first two weeks of the program. Initially a fourth small group activity was planned but eliminated because it was felt that the day was becoming too structured and too tightly scheduled.

Secondly, since the boys were also involved in group therapy with the Center's therapists it was felt that the boys were becoming "over grouped."

Some minor adjustments were also made in the grouping of the boys due to conflicts which could not be resolved over a short period of time. However, groups remained fairly intact over the summer.

The focus of the staff seminars had to be altered at times in order to deal with pressing problems that the staff was dealing with in the group. This most often dealt with individual behavior or discipline problems that newer staff were having to deal with. Over half of the staff were new as of the summer. This meant that they had to spend time becoming familiar with the individual boys as well as the discipline methods of the Center. They also had to deal with a good deal of "testing" behavior from the boys. These factors tended to shift the focus of some seminar time from group process to individual problems. The more experienced staff proved to be very helpful in the process and contributed a great deal to the discussion and the learning process.

The staff responded well to the group experience and were eager to develop their own group work skills. A "settling in" process was obvious to all involved. Initially there was resistance on the part of the boys to the group meetings and much of the meeting time was spent on dealing with distracting or disruptive behavior. By the end of the second week, however, this behavior had decreased significantly and more substantive and pleasant meetings were being held.

Consultation Contact

Consultation contacts were held with all thirteen members of the child care staff, with the staff social worker (a psychologist) and the Director of Child Care Services.

The following contacts were made:

1. Four seminars on topics of behavior management, emphasizing the group context; use of activity groups in a therapeutic manner; selection and presentation of activities; group and individual discipline; promotion of treatment goals through group procedures. The seminars focused on new staff members, were elective, and were attended by 9 child care staff.
2. Two discussion sessions concerning training needs of staff; and resources available among the staff through St. Michael's existing staff development, and through sources external to St. Michael's. The sessions were attended by 12 child care staff.
3. Individual consultations concerning child care staff members' skill development interests and needs, as these related to daily interactions with the St. Michael's clientele. All 13 child care staff were contacted. For half of the staff two or more consultations were conducted. In these consultations goals of interest to each staff were identified. On the basis of these goals, seminars, consultations, and collaborative activities were planned, and a statement of staff development needs were developed.
4. Collaborative Activities. The Consultant participated in established small group counseling with Trainer in the activity groups led by child care staff, and in full-group activities (when all boys in residence participate). All child care staff were contacted in one or more of these activities, which permitted:
   a.) application of consultation applied in individual sessions and in seminars and
   b.) a source of useful content for future such sessions and seminars.

5. Daily routine contacts. The Consultant worked during two evenings in order to contact child care staff who worked at that time to become familiar with the staff skill needs that pertain to the evening hours. Some time was spent with the boys as a way of furthering familiarity with the St. Michael's program and staff needs. The Consultant attended staff meetings with child care staff when these meetings addressed treatment plans and child care activities.

6. Administrative and supportive staff contacts. The Consultant attended two administrative staff meetings related to the Teacher Corps Program, consulted with the Director of Child Care Services on three occasions, and consulted with the staff social worker on two occasions. These contacts concerned identification and implementation of child care staff training needs.

Consultation Results

A. All child care staff were contacted on an individual consultation basis, and additional contacts were achieved through seminars, collaborative activity planning and participation in the small group counseling program at St. Michael's.

B. Individual staff members stated priority goals and interests in staff development activities. These were used as the basis for the training/consultation activities, and for the outlining of future staff development program considerations.

Research Questions

Question #1) Will there be (pre-post) differences in staff perception of group home climate as measured by Teacher/Staff Opinion Inventory (National Study of School Evaluation, 1975)?

Question #2) Will there be (pre-post) differences in staff attitude toward group processes in group home/residential treatment setting as measured by "Group Processes Attitude Scale."

Question #3) What will be the response of others throughout Maine to St. Michael's Group Process Training as depicted in slide tape presentation?

Presentation of Data

Group Home Climate: A Summary of Data, Pre and Post Test, of St. Michael's Center Staff Opinion Inventory (Part A). See Appendix.

Over the course of the summer, a declining yet still overwhelming majority of the responding staff felt that they could usually talk to an administrator when the need arose. There was a shift in attitude regarding equitability of work load from "usually" to "about half the time." There was also a shift toward "most of the time" regarding how often staff are involved in the selection of what will be included in the inservice program at St. Michael's. The feeling grew over the summer that the inservice program at St. Michael's was "usually helpful." However, the estimate of the value of staff meetings declined. The general feeling about staff treatment by the administration became one of less satisfaction.

More of the staff began to think that about half of what residents are "studying" will be useful to them in everyday life. There was less satisfaction with how many of the things that residents should be learning are being taught at St. Michael's. Nine (pre) to ten (post) staff members felt that "all" or "most" of St. Michael's staff are willing to give residents individual help on their own time. Seven respondents on both pre and post tests thought that all or most of the staff give enough personal encouragement to residents in their schoolwork.

There was an increased satisfaction about staff freedom in the selection of "teaching" methods.

There was a steady feeling that staff were allowed enough freedom in presenting different points of view on controversial issues.

There became a feeling of overall increased satisfaction with the consistency by which staff members handle discipline at St. Michael's. The majority feeling grew over the summer to an almost unanimous opinion that staff members can expect help from the administration most or all of the time with disciplinary problems. The overwhelming majority remained satisfied with the way residents are treated by counselors, and believe that St. Michael's gives residents most of the help they need in solving personal problems. Most staff members continued to know very few or none of the residents' parents.

A majority of the staff responding to both pre and post tests remained satisfied with St. Michael's, and "all things considered," a greater majority of the staff became satisfied about being a staff member.

Most staff felt that the emphasis on art, and health, P.E. and recreation stayed "about right" during the summer program.

The feeling continued to exist that there was hardly any emphasis on dramatics, English language arts, foreign language arts, home economics, mathematics, science, social science, and vocational education. The feeling among the staff remained that there was not enough emphasis on music.

The feeling among most of the staff persisted that there was "not enough" or "entirely too little" career education, drug education, sex education and learning how to learn. The opinion regarding the emphasis on individualization shifted away from an overwhelming majority of "about right" toward more people saying "not enough."

Attitude Toward Residential Group Work

The child care staff disagreed that therapy at St. Michael's has to be done individually with children to be effective. There was more dissagreement in this regard when the group process training ended. They disagreed that kids should be grouped according to age, and this feeling of disagreement grew over the summer.

Having to deal with the boys in groups is not cheating them on their treatment program. The St. Mike's staff were steady in this opinion, while there was less disagreement with the notion that kids should be grouped according to type of behavior.

The staff generally disagreed with the idea that activity groups are fun and a good use of leisure time. This feeling remained over the period of the summer program. Physical activity in groups does not detract from the therapeutic benefit of the group. This was the response of the child care workers and the feeling grew over the training period.

The belief that St. Michael's has enough staff to do good group work with the boys gathered support. The staff continued to feel very comfortable in working with the children in groups. As a staff they remained uncertain as to whether they would prefer working with children individually, although the majority wound up favoring group work.

There was increasing strong agreement that the group work training program was beneficial. There was less disagreement with the opinion that all individual therapy at St. Michael's should be eliminated in favor of group therapy.

At the beginning of the program, the majority of the respondents thought the group therapy should only be done by people with advanced degrees, i.e., Masters degree or higher. After a summer of group process training, all the staff disagreed with this view. They also disagreed that sports is the best medium for

group activities at St. Michael's. However, at the end of the summer, they were less sure on this issue of sports therapy.

The pretest showed a feeling of uncertainty regarding the kids at St. Michael's losing control if there is too much physical activity in their organized groups. The post test results indicated that the kids do not lose control with too much physical activity.

The general staff attitude shifted from disagreement to agreement with the statement: "It is OK to deny participation in group activities as a form of punishment." The child care workers became less certain of the notion of using behavior modification techniques rather than group work with the children.

The feelings remained split regarding staff need for more training than can be provided on-the-job in order to be effective working with children in groups. They first agreed that they would need supervision before feeling comfortable working with problem children in groups. At the end of the summer they were not sure about the need for supervision.

The staff's disenchantment, with the idea that "the boys' individual needs are too variable to be dealt with in a group," gathered strength over the training program. There was less disagreement that individual treatment plans require that all therapy be conducted on an individual basis.

During the beginning of the training program the staff attitude was uncertain regarding how prepared they felt to do group work with problem children. At the end of the program all but one of the respondents felt prepared.

There was increasing disagreement with the statement that "we work with groups at St. Michael's because we don't have enough for more one-to-one therapy." The staff also disagreed that classroom teaching would be an excellent background for someone wanting to do group work with problem children, however, this feeling had softened a little by the end of the summer.

The staff originally disagreed that "I don't like people observing me while I'm working with kids in a group." At the summer's end, the disagreement had become stronger. The staff in general became less inhibited by observers.

Nine of the eleven responding child care workers felt that they had become more effecitve by participating in the summer group work training program. Two of the respondents were unsure.

Six of the respondents felt that they would not learn more in a formal classroom presentation on group work with children. Three were unsure. Two felt they could have learned more in the classroom.

Nine of the staff felt that St. Michael's should spend more time on group process training. Two were unsure.

Response to Slide-Tape Presentation

A 20 minute slide-tape presentation of the St. Michael's group process training program was prepared by the collaborative research team. The presentation consisted of 160 slides of groups and individuals. The slides dissolved into each other at a medium rate. The materials needed were two slide projectors, a sync recorder, and a dissolving unit. The presentation included a history of St. Michael's, a description of the group process training, evaluation data, recommendations for continuing education, and "Summer Song" by Louis Armstrong and Dave Brubeck.

The purpose of the presentation was to collect answers to the following question. "AS A RESULT OF VIEWING THIS PRESENTATION, WHAT IS YOUR GENERAL OVERALL IMPRESSION OF THE SUMMER GROUP PROCESS (TRAINING) EXPERIENCE AT ST. MICHAEL'S CENTER."

On March 5, a rough draft of the presentation was shown to the University of Maine Teacher Corps Staff. The following responses were received:

1. The training experience as described on the sound track didn't relate well for me to the slides being shown - as a result I was having difficulty keeping my mind in focus to the "meat" of the sound track because the photos didn't seem to relate effectively. For example: Sound track describes what staff is doing while there's a slide of kids playing. Ending was good - but I would have closed it off with the end of the song and then a slide of the entire group without the several slides and silence at the end.
2. Photography good; emphasis on activities was excellent; climate - warm, loving open; training - supervision and modeling were techniques? Evaluation - had problems with self reports; Had problems with level of sophistication of group process; skills - would have liked more emphasis and clarity on specific skills and training. Would have liked more music throughout.
3. The presentation is a good source of documentation of the training experience. It appears that the training experience was of significant importance to such a residential facility. Especially when you consider that this experience also serves as training new staff members to the program of St. Mike's. Good job.
4. Missed too much of it to be sure, but it sounded like before one summer program people (staff) were hesitant and needing skills. After much laughter and swimming and archery and pie-eating everything was great.
5. From the slides, I saw, it appeared to be an invaluable program for those disadvantaged boys involved. Very worthwhile.

6. I didn't see enough of the film to get a sense of process. However, I liked the music and color.

7. I liked it! Thought the photography was great, it said a lot!

On March 6, the final draft was shown at a social studies class (aged 12-18) at Skitikuk School in Orono. The following responses were received:

1. Group sessions seem to draw people together. The summer is an ideal time to initiate group process because games and other physical activities give support to the benefits of working together as a group. St. Mike's will probably benefit from the behaviors and feelings developed during the summer of '79 all year long. The kids looked like they had a wonderful time!

2. I think that St. Michael's Center is serving a worthile purpose and doing a credible job at it. I have known someone who participated at a St. Mike's program and I could see that it was doing him a lot of good. Previous to seeing the series I knew nothing about how the home functioned.

3. Interesting, though I would like to know what type of kids go to St. Michael's. Otherwise, it seems the atmosphere of St. Michael's is a very constructive one. From the pictures I saw I felt like the kids were really enjoying their experiences. Someday I would like to be a member of a staff at a place like St. Michael's, it would be a very good and helpful experience.

I would like to know more about the counseling and one-to-one contact between the kids and counselors. I like the attitude of the workers about getting to know the kids before figuring out their problems. I think it (the home) is very needed around here and more people should know about it.

5. I think it's very good to have a place like that to go if young boys have a problem. I also think if a lot more people got involved with kids there wouldn't be as much crime and kids running the streets. It was very good.

6. First of all, I never knew what the boys' problems really were. Having never heard about St. Michael's, I didn't know anything about the program. First, I thought it was an orphanage, then a group home. I was confused. But, the program I saw looked like fun. It certainly couldn't hurt and I think any sort of fun helps people. It might have been too structured for the staff. I mean they had to get something out of it, not just a good time. The kids looked happy. That is important. I don't know if they were from broken homes or runaways so I don't know how they were feeling or coming from. But as I said, they were happy. The group part was confusing. I think it should have been explained further. I didn't understand why or what they were expecting from a group idea.

7. The summer group process experience at St. Michael's seems to be the best way to deal with emotionally disturbed boys. Providing a healthy environment for these boys as opposed to a lot of psychoanalysing in some dark dingy room.

8. I get the idea that it's a wonderful experience for both the staff and the boys. I see that there is a great friendship involved that makes it somewhat like Skitikuk. There seem to be very nice activities that would make the whole thing very enjoyable.

   In my language, I really like it!!!

9. I think that St. Mike's program is a good program and a good experience for the boys. I think that it is good for the boys to relate with the other boys in their groups.

10. It seems like a good idea, but the program does not appear to accomplish much: Let me explain; It would appear to me that at the present time, there are people who need special counseling, but, the slides make this seem like just a normal Summer Camp. Maybe I didn't take in the whole account, but from what I saw, I didn't see a lot of "growing" up. The program must be beyond me. But, the program serves a very good purpose in the education of young people.

11. I really liked the program. The kids looked really happy there and it was effective. I thought the staff really had their act together. I thought that the atmosphere was healthy for the kids. It would be good if there were more of these programs around for more kids.

On March 7, the presentation was given to a class in "Human Services" at Bangor Community College. The following responses were given:

1. A very positive learning experience; it seems that the staff members gained new knowledge and confidence working with "disturbed kids" in groups. I think it is right in saying that on-the-job training is an effective way of learning group leading and interacting skills. I'm impressed that the staff got together and communicated in an open and positive way to learn more about group processes and themselves.

As a result of viewing this presentation my general overall impression of this summer group process training experience is it seems very successful for the staff and the kids; they all appear very satisfied and happy in the presentation. This looks like a worthwhile project to continue in the future summers for the kids and the training of the staff.

3. It certainly looked like a good time. I observed from the film an organized ready-to-learn staff. The week orientation before hand may not have been long enough. I was encouraged by the weekly staff meeting and follow-ups. The small groups (staff and kids) seemed to be a success.

4. Generally speaking, I feel any group training given will result in beneficial good. A thorough understanding of group process gives a child care worker a better overview as to how his/her own experience and knowledge can be put to beneficial use in group situations.

   Playing the devil's advocate, I feel a better comparison of previous years summer group process should be shown. Also the training was deemed successful in a situation where the kids were involved in something they all enjoyed-providing biased analysis.

5. As a result of viewing this presentation, my general overall impression of the group process at St. Michael's is a good one. I feel that group process in a group home is essential. I feel it gives the togetherness feeling to the boys when it is the time in their life of loneliness, away from their families, etc.... The modeling involved, and the speaking out of problems is great. I'm getting the feel more of how group process can be either successful or non successful in a group home, and I think your project is doing a great job from this presentation.

6. The group processes training experience last summer perhaps made the boys aware of each others feelings instead of individual feelings; that the individual is not the only person in the world. The staff interaction was hightened with the boys in most cases; everyone hopefully learning to help each other instead of every man for himself.

7. I feel from the staff's reactions that it was very useful and helpful in making the staff and boys feel more comfortable working in groups. I think it is good because some of the staff in many of residential group homes have little or no training in how to deal with people in groups. Also the boys need to know how to function in a group just to live in society. I think an even balance of group activities and individual is very important to the health of the boys.

8. There was no real explanation of how the group process training was used. From what I saw, the boys seemed to enjoy their summer stay there. They learned new skills and were helped and watched by the staff. They did many activities in which they enjoyed themselves, interacted with other boys and the staff, kept them busy and interested in other things rather than getting into trouble. Conversations in which the boys could express themselves must have occured throughout the summer which develops them emotionally and intellectually. I am sure that this training is effective.

9. By viewing the pictures it seemed that the kids enjoyed themselves and were getting a lot of positive interaction.

   You told us that the staff were trained by being involved in group processes, but you didn't actually give us enough information about what exactly went on in those meetings and what types of discussions were being held.

   It would be appreciated to get more information on what exactly went on to train the staff.

   You really can't tell by just seeing pictures of happy faces. Although the post test did say the staff was seemingly more confident. But you didn't say whether the summer program had academics or just fun and games. It seemed to me there was no academics. Whereas during school year it would be a more tense atmosphere, with more problems. Were the staff members trained to deal with these types of problems?

10. As a result of viewing this presentation, my impression of the summer group process training experience at St. Michael's is that everyone appeared to have enjoyed it, and it benefited the boys in a positive way.

11. The results of the program seemed to be very positive. Especially listening to the views of the staff I got the idea that it was well worth the time put in. The workers felt confident working with groups and many of their opinions about their own competence in this area changed dramatically. Just from watching the slides I would say that the whole summer was a success; the kids seemed to be having a great time and appeared to be very close to the staff.

On March 24, the presentation was shown to group of teachers in the Old Town School System. Their responses follow:

1. The group process training at St. Michael's was fabulous. What a great idea to go in - the Teacher Corps - to help the personnel. As was said, these people did not have Master degrees. However, with in-service training and caring by learning problem-solving and group activities they did a beautiful job. I could see this on the faces of the children, young people involved. An in-between center is what so many disruptive children and youth need today. The slide presentation showing the history of the center gave added meaning.
2. Loving and truly caring is what it is all about. The group in training really became involved with these kids and were able to not only give of their talents to the kids, but realized they got as much in return from these kids who perhaps could really tell whether the counselors cared or not about them.
3. The group process as outlined in the slide presentation seems to be an excellent way of dealing with many problems. The staff got excellent training and at the same time were receiving valuable experience. The modeling of staff or by staff is always great with this age group; so many need a male image to look up to.

3. (Continued)
Overall it sounded very impressive and successful and the most important factor is that its still continuing.

4. I enjoyed the slide show about St. Michael's summer group process training session.

I found it was difficult to actually get a feeling of how effective this was but had a better understanding of it's goals and how they structured the programs.

As reported in the tape by staff members it sounded as if it had some very positive impact on the staff as well as the children.

5. Through the course of the slides there was the impression that there was more relaxed interaction between children and staff (in contrast to supervisory activity). Also apparent was the fact that many opportunities were created which would help the children develop positive (good) feelings about themselves.

6. I was quite impressed with what I saw and heard. The youngsters appeared to be very happy and contented within the group activities.
There must have been communication between the kids and the leaders because I saw a lot of smiles, touching and hugging which to me represents good feelings. A child that hugs an adult is certainly giving feedback to the adult that there is communication.

7. Generally I was quite impressed with it. It was great that instructors were right there to take part in the process and to aid wherever possible. For the people to be learning while they are doing is the only way to do it effectively in a skill like this.

8. It would seem, judging from the presentation that the group process training was very successful. The staff learned to better work with each other and with the children in groups as opposed to working with each other

8. (Continued)
and with the children as individuals. This seems to be of importance because feedback, whether positive or negative, seems to have much more impact and meaning when experienced in a group.

9. The program sounds very good. It sounds like it was well organized and fulfilled the needs of the staff and the kids.

I wasn't sure if any mention was made of an attempt to keep to train[illegible] updated (train new staff) but this would seem to be an important consideration.

Recommendations for Continuing Education

Three areas of interest emerge for continuing staff development and eduction, related to residential treatment of pre-adolescent and adolescent boys at St. Michael's Center: staff development, foundation areas, and techniques/ skills.

A. Staff related topics.

1. Staff/staff communication goal: Working relationship; consistency.
2. Prevention and management of "Burn-Out."
   Goal: Working relationship/enjoy the work.
3. The female in a male setting.
   Goal: Both male and females discuss the constraints and opportunities facing females.
   E.G. Physical and sexual intimidation; limit setting; mothering, nurturing role.
   (Although not suggested, perhaps a male in the male setting would also be useful).
4. Structured sharing among old and new staff.
   Goal: Mutual support and sharing of skills.

B. Background foundation areas.

1. Child and adolescent development.

   Goal: Working knowledge of normal development.

2. Abnormal child and adolescent psychology.

   Goal: Working knowledge of abnormal behavior.

3. Adolescent sexuality.

   Normal development.

   Goal: Working knowledge.

4. Physical and motor development.

   Goal: Working knowledge.

5. Nutrition and behavior.

   Goal: Working knowledge. E.G. Diet and hyperactivity.

6. Treatment philosophies.

   Goal: Working knowledge.

C. Techniques/skills.

1. Therapeutic recreation.

   Goal: Acquire 1. recreation skills, 2. ability to relate recreation to treatment plan.

2. Techniques of behavior management.

   Goal: A "Bag of Tricks" for handling directions, discipline, etc.

3. Supportive communication.

   Goal: To respond supportively ("therapeutically") to children's moods and communication.

   Interpersonal skills "Bag of Tricks."

4. Managing anger, as both a positive and negative force.

   Goal: 1. Differentiating.

   2. Establish channels, opportunities.

5. Physical restraint: Avoidance, application, follow-up.

   Goals: When and how to use restraint.

6. Group Process.

   Goals: 1 Leading a small group.

   2. Using group process skills in activity situations.

7. Positive approaches to behavior: Modeling behavior.

   Goal: Use modeling techniques to maximum benefit in the daily scheme of activities, routine, etc.

8. Supporting and developing self image.

   Goal: Techniques for doing so.

9. Tying treatment philosophy, treatment plan, and daily responses.

   Goal: A consistent application of treatment.

10. Leave room for emerging topics.

The administrative and chile care staff places a value on staff support and continuing education, and is open to endeavors which will provide that support and education, both through Teacher Corps, and elsewhere.

Continuing dialogue between St. Michael's and Teacher Corps is recommended, to bring training activities to fruition.

Continuing education efforts should consider the following points stressed by St. Michael's staff.

1. Trainers should be experienced in residential treatment work and/or thoroughly familiar with treatment of emotionally handicapped adolescents.
2. Specific time for continuing education should be designated to prevent conflict with child care staff duties, and to provide sufficient attention to the training topics.

3. Many staff felt that the opportunity to meet in a location other than the center, and to share ideas with persons from other Group Homes would be helpful. However, some staff valued the opportunity to learn on-site. A combination of these two approaches to location may be useful.

4. Training activities must coordinate with treatment philosophy, treatment plans, and day-to-day activities of St. Michael's. Training should be relevant and consistent with treatment. It would be helpful to discuss with St. Michael's staff how their philosophy may be further articulated and developed. In order to integrate this philosophy with training. Currently, an eclectic approach is in operation, with some emphasis on Reality Therapy and behavioral approaches.

5. Differential training experiences are recommended according to the training and experience of staff.

   a. Foundation work may be most appropriate for new staff.

   b. Technique work may be of interest to both old and new staff.

   c. Staff communication and other staff development issues would be appropriate for all staff.

   d. Experienced staff may benefit from enrolling in University courses, and sharing their experience with other staff.

   e. Administrative staff could be served by consultation and workshops concerning grant applications, human and material resource allocation, and related administrative issues.

   f. For staff, course credit, compensatory time, and paid participation should be considered for training time.

The following options, and combinations thereof, should be considered.

1. A one-year training cycle of:
   a. Foundation and techniques.
   b. Group supervision to be offered on site, off-site, or combined.

   Teacher Corps could have major input in such a training cycle.
2. Staff development activities related to communication, role demands, and staff relationships may be arranged through staff retreats, and workshops.

   St. Michael's could develop these activities with Teacher Corps consultation and support.
3. Training should be coordinated, and perhaps taught, by a person with a major time commitment to St. Michael's. A series of module offerings without such coordination and consistency, is not advised. Co-teaching of a module program by a consistent coordinator and invited module presenters, is an option.
4. The value of collaborative and demonstration training techniques has been demonstrated through the Teacher Corps Summer Program, and continuing use of the intervention is advised. Because of the constant demands that residential treatment work places upon the teaching and interpersonal skills of child care staff, it is of great benefit to have training personnel available to staff on-site to advise and demonstrate under working conditions.

The Teacher Corps - St. Michael's Relationship

The St. Michael's staff and Teacher Corps staff represent a rich diversity of expertise in dealing with human educational and interpersonal needs. The research staff was continually impressed by this diversity and the depth of concern child care staff held for the boys at St. Michael's.

As Teacher Corps proceeds to develop its program of Group Home assistance, three components to the relationship are advised. First, Teacher Corps personnel have expertise to share directly, as trainers. Second, St. Michael's personnel have expertise to share with one another, and Teacher Corps can support this sharing. Third, the St. Michael's personnel have experience and skills that could be shared with Teacher Corps and the College of Education at the University of Maine.

A final word on staff training and staff development.

There are two groups of people in a residential center, the healthy staff, and the clientele in need. It is vital to support and promote the health - personal, interpersonal, skill - of the former. The more successful this support is, the more staff will be able to draw upon their skills, and be able to function as positive models for the boys.

Continuation of Group Process Phase

One of the most gratifying aspects of this project is the continuation phase which is currently in progress at St. Michael's. Daily group meetings are being conducted with the same groups that were established for the summer program. Much of the discussion centers on school concerns. Other issues related to the house as well as peer and adult conflicts are also discussed.

Staff report that the boys seem to have a motivation for the group meetings. Behavior has improved in the meetings and there is more internalized management of the groups by the boys themselves. Therapists working at the Center on a part-time basis are providing on-going consultation to the staff in dealing with their groups. The child care staff lead the groups independently and seem to take pride in their ability to do so.

Time is set aside during each weekly staff meeting to deal with issues related to the groups. This commitment by the staff at St. Michael's to continue group work as an integrated part of their program is gratifying and hopefully some measure of the impact of the summer projects.

CONCLUSION

The successful completion of the summer training program in group work at St. Michael's and the continuation of that effort at the Center to some degree speak for themselves. On-the-job training seems the most appropriate way of delivering training to workers in residential treatment centers and group homes. It certainly is more difficult than classroom teaching and frought with logistic problems. It seems apparent, however, that unless the trainer is willing to "immerse" him or herself in the program and live through what direct care workers live through in order to do the job they are asked to do; that the trainer will never gain the insight or credibility needed in order to impact the staff.

We recommend this program at other group homes/residential treatment centers. The experience had, the mistakes made, and the responses witnessed can only improve future efforts. In the final analysis we all function in groups. The better children are able to utilize groups for fun, for learning, for support and for problem solving, the better they will be able to function productively in our society. The better we are able to facilitate proves the better we have fulfilled our obligation to help kids overcome past problems and reach their potential as contributing members of society.